



## Curriculum Offer for SEND

Our SENDCo is Mrs Sarah Dring

### Rationale

According to the **SEND Code of Practice: 0-25 years (2014)**, special educational provision means: Educational provision which is "different from or additional to" that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

We believe that all pupils, regardless of their needs should be able to access a broad and balanced curriculum, and reach their full learning potential. We closely monitor how all of our children are progressing both academically, socially and emotionally, but are particularly keen to ensure that children with special educational needs or who are vulnerable are well-supported.

In line with our school vision and values, we continually strive to meet the needs of our pupils with Special Educational Needs and Disabilities (SEND) across the following 4 broad areas of need as detailed in the **SEND Code of Practice (2014)**:

- Communication and Interaction
- Cognition and Learning
- Social Emotional & Mental Health Difficulties (SEMH)
- Sensory and / or physical needs

We are supported by Wigan Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school and access an Inclusive Curriculum. The Local Authority SEND Services can be found as part of their 'Local Offer', detailed on the Wigan LA website.

Our policy at Leigh St Peter's is to identify specific barriers to learning at an early age and work alongside parents/carers to ensure that children's needs are being met.

As a recently accredited TISUK school, we have a number of Trauma Informed trained practitioners and as such, our whole school approach is one that adopts a **Trauma Informed Approach**. This allows for us to help children and teenagers BEFORE ill- mental health problems are identified– to catch them as they are falling not after they have fallen. Our Positive Relationship and Behaviour Policy has been written with this in mind and using strategies from Paul Dix and TISUK. We implement many interventions to ensure the relational and emotional health of all. Our interventions are evidence based with the backing of over 1,000 research studies from psychology and neuroscience. We have strong links with our CAMH's link worker and other outside agencies that help us to support the school community.

### Intent

At Leigh St Peter's, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.

Through high-quality planning, teaching and provision we:

- Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximised.
- Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning.
- Provide an accessible learning environment which is tailored to the individual needs of all pupils.

- Develop children's independence and life skills.
- Regularly monitor the progress of children with SEND, using a child-centred approach.
- Provide good quality and relevant training for all staff members supporting children with SEND.
- Work in partnership with parents and carers.
- Work closely with external agencies and other professionals to develop our provision for children with SEND.

## **Implementation**

At Leigh St Peter's, every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every area of the school enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.

At Leigh St Peter's, pupils with SEND will:

- Be included in all aspects of the school day.
- Be provided with quality first teaching, differentiated to their needs.
- Be respected and their contributions valued and acknowledged.

At Leigh St Peter's, pupils with SEND may:

- Have specific 1:1 or small group intervention to support their Phonic, Maths, Literacy or Emotional learning.
- Take part in social and emotional support interventions such as Lego Therapy, Circle of Friends groups.
- Have additional support from support staff.
- Receive additional support for their speech and language development.
- Carry out some of their learning in The Nest or in the Nurture Room.
- Work alongside external agencies such as Educational Psychologist, Speech and Language and the TESS team.

## **Impact**

As a result:

- Children at Leigh St Peter's feel happy, safe and respected.
- Diversity is celebrated.
- Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- Children with SEND make good progress from their starting points due to the use of intervention and resources which meet the needs of the pupils.
- On leaving Leigh St Peter's, children with SEND have developed good independence and life skills.

## **Our Curriculum offer for SEND**

All children are supported through quality first teaching (QFT) in a way which ensures an inclusive approach to learning. Where possible, children are supported in a number of ways within their classroom and are supported by staff through differentiated inputs, differentiated tasks, word mats, task plans, visual timetables and regulation resources. As part of our approach, we expect that children working with an adult make accelerated progress.

**BSquared:** In addition to the National Curriculum, we utilise BSquared to ensure we are supporting ALL children to make steps of progress in their learning. BSquared allows us to identify children who need steps of learning broken down into smaller steps.

**Boxall:** Boxall is a resource that enables the assessment of children and young people's social, emotional and behavioural development. Boxall profiles are completed twice annually to ensure we at Leigh St Peter's support children in ALL aspects of their development, either within the classroom environment, or during Nurture sessions which take place in an afternoon.

**PASS Survey:** Having children give their opinion and for them to have the opportunity to talk about their education is vital. Children at Leigh St Peter's complete the PASS survey annually. This informs our pastoral team and teachers to create interventions based on children's needs.

Leigh St Peter's CE is an inclusive, nurturing environment that incorporates adaptations and enhancements to the learning areas so that all children are able to engage with their peers and their learning. We have our very own Small Learning Community (SLC) which supports small groups of children with Literacy and Maths skills. Every afternoon, we at Leigh St Peter's CE facilitate Nurture sessions, which are informed by the Boxall and PASS surveys. These sessions are designed and planned carefully to ensure our children develop self-confidence, perseverance and independence skills. We do this to help prepare all children for life-long success.

In addition, every classroom has their very own regulation toolkit to support children within their own environment. Our Pastoral Team work in 'The Nest' to provide additional support and guidance, to support those children who are struggling to manage their emotions and need a safe space to co-regulate.

Working with our families is vital and we ensure that information sharing of children's progress is shared regularly throughout the year. Individual Education Plans (IEPs) are shared termly, with opportunities for discussions during Parent's Evenings. Our families at Leigh St Peter's can arrange to speak to their child's class teacher and/or SENDCo by making an appointment at the school office and the SENDCo's details are shared on the school website.